

Goleta Union School District
District Advisory Committee Minutes
April 10, 2014
La Patera School

Attendance:

Bill Banning (DO)	Cheryl Weakliem (Hollister)
Donna Madrigal (DO)	Nancy Yokubaitis (Hollister)
Elizabeth DeVita (DO)	Heather Shea (Isla Vista)
Anna Scharfeld (TOSA)	Joanna Lauer (Kellogg, DO)
Yvonne DeGraw (School Board)	Chris Messner (Kellogg)
Sue Bruns (Community Rep)	Ricardo Araiza (La Patera)
Stephanie Denier (Brandon)	Ana Huynh (La Patera)
Amy Marston (Brandon)	Tammy Merritt (La Patera)
Jill Ronkainen (Ellwood)	Rhiannon Parisse (La Patera)
Sandra Edgar (Hollister)	Yael Brennan (Mountain View)
Tammy Johnsen (Foothill)	

1. Welcome and Introductions

Tammy Johnsen called meeting to order at 9.20am

2. Approval of minutes of March 13, 2013

Motion to approve minutes: Jill Ronkainen

Seconded by: Tammy Merritt

Minutes approved

3. School Report by Dr. Ricardo Araiza

- Presentation on La Patera School
- Academic Goals for the Year: Number Talks, Factswise, Writing
- Intervention Systems (new and existing)
 - o In School – small group instruction, corrective reading, grade level collaboration
 - o Lunch – LEXIA and Reading Plus
 - o Before and after school – LEXIA, small group instruction
- Data Focus
 - o Grade Level Meetings
 - o Strategic Planning
 - o Leadership team – new this year to work on a mission statement and what direction to take the school.
 - o Response To Intervention Team (RTI) - how to assist the students who are struggling.
 - Bill Banning provided background on RTI: in the past, intervention has been based on a deficit model – identification of deficit between the IQ and performance of a student. Now emphasis is in keeping students in a regular environment. Tier 1 - differentiation of teaching in classroom; Tier 2 – small group instruction; Tier 3 – intense after school plans, etc. Will see more of it in schools. Joanna Lauer at Kellogg is focusing on short specific intervention; student coming out of intervention is a measure of success.

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- After school programs
 - o Both fee based enrichment and ASES program at the Boys and Girls Club in Goleta
- School events
 - o Walk to school monthly event – been a great opportunity to learn the neighborhoods and meet the families in the community.
 - o Goal is to bring the La Patera community together. Transportation provided for all school events from Old Town Goleta. Two communities are united in the school.
- ELAC
 - o Been a success this year
 - o Held at Girls and Boys Club in Old Town Goleta to increase participation
 - o Held events in collaboration with PTA
- School Communication
 - o Using Blackboard on a Monday afternoon to call all parents with information on what is happening at the school that week. Recorded by a student in both English and Spanish
 - Bill Banning provided background on Blackboard. Purchased as an emergency communication program –3 minutes notification in case of emergency. Every school has access to blackboard connect and the district office as well.
 - o Open door policy to any parent
- Seeing a change in attitude – new volunteers coming forward and bringing people together.

4. Follow up Discussion on Differentiation and Gifted Education by Elizabeth DeVita and Joanna Lauer

- (EDV) Had an opportunity to look at the gifted program and how best to serve those students.
- Meetings with advisory committees of teachers, parents and principles along with other reading and research have identified themes and direction for the 2014-15 school year. This will be presented to the board at the end of the month.
- 2014-15 will be the first of a multi year approach to defining services to advanced learners. First step forward and will require more work.
- (JL) Input has come from many different sources. Identified three themes:
 1. Classroom Teachers – impact on students is remarkable. Accountable for academic growth, teach all core subjects and address daily needs
 2. Differentiation – respond to needs and abilities and adjust instruction, load and pacing where necessary
 3. Learning Environment – need least restrictive environment.
- 2014-15 program will focus on differentiation in the classroom setting:
 - o Monthly professional development for 4th grade teachers on how to identify depth, e.g. where is the critical thinking.
 - o Offer onsite implementation support through analysis of student work, facilitated conversation.
 - o 5th and 6th grades will continue the pull out program
- (EDV) This is a multi year approach for a very complex change. Concentrated effort begins with 4th grade.
- Looking at professional development for K- 2 and 3-6 grade teachers

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- Doing grades 5 and 6 at the same time, seems too much to take on in first year
- Keeping focus on differentiated instruction in all grades, systematic approach will be focused on 4th grade.
- (SE) Hears from DAC that differentiated teaching happening, but not seeing it on site. Seems like a disconnect.
- (JL) More awareness needs to be brought to teachers about learning profiles. Professional development to give awareness of where students are through DATA driven tracking.
- (EDV). We want to increase the support teachers receive for Differentiated Instruction. Strategies aren't just for the OLSAT identified students but for all students.
- (AS) Dreambox (used at Ellwood), Khan Academy – Math alternatives to LEXIA.
- (BB) The subject has produced rich dialogue and important to hear it.

5. District Update by Bill Banning

- Luz Reyes Martin sworn in as new board member.
- Federal and State laws dictate the Special Needs education at one end of the spectrum. At the other end, moving way from GATE as the statute no longer exists through increased local autonomy of funding.
- District has a responsibility to meet the needs of every child.
- Differentiated teaching is a key goal and will get better with professional development. The challenge in any system is having teachers with different strengths. Professional development and teams of instructors can grow that capacity.
- New program built on:
 - o Research
 - o Community – what hearing from LCAP
 - o Capacity – how much money, how is it funded, what is the HR capacity.
- Question on what role technology plays – taking the approach of focusing on the learning and seeing how technology can help. Technology shouldn't dictate learning.
- Strategic Planning process
 - o LCAP smaller subset of Strategic Planning. Focuses on English learners, lower income families and foster youth – are these minority groups getting the support they need.
 - o Strategic Planning goes further into common core, gifted students, etc.
- Need to have public hearing with the GUSD Board on LCAP by June 11th. Want to bring it to DAC, DELAC and parent advisory board prior to that date. Drafts will be taken to the board May 21st.
- May meeting to include the LCAP review by DAC

6. School Council and PTA Reports

No urgent reports

7. Next Meeting

- Scheduled for Thursday May 15 at Hollister School but will be rescheduled until after the board meeting on May 21st.
- May 29th offered as an alternative date but clashes with Math Bowl might impede attendance. Rescheduled date to be confirmed by Superintendent Banning's office.

Meeting adjourned at 11.35am.